

PARENT INVOLVEMENT AND EDUCATION PROJECT PLAN COMPLIANCE

Purpose of the Use of 32d funds for Parent Involvement and Education

The intent of the parent involvement and education funds is to deliver services to all families with children age five or younger, not yet attending kindergarten, residing within the local district who choose to participate. A public school academy must describe services for the families of all children who are younger siblings of currently enrolled students who choose to participate. The services must be parent-focused, and thus cannot be used to expand classroom services to a younger age group, nor can the funds be used to offer home visits, group meetings or other component services to anyone other than a parenting adult. A parenting adult is any person with legal guardianship of the target child, or the person who makes educational and care decisions for the child. Programs should be designed with culturally sensitive, community-based services that have been correlated with school success. Contractual relationships with appropriate community partners should be considered when developing the plan for services. Effective, comprehensive parent education and involvement projects include the following required components, at a minimum: home visits, group meetings, developmental screening, community resource networks, and connections with quality preschool programs.

Completing the Project Plan Compliance Checklist

The Project Plan Compliance requires the applicant to indicate compliance with each of the five program elements, as well as verification that the services integrate with other community offerings and that complete written documentation of a plan for delivery is maintained. Following is guidance with regard to what constitutes compliance in each of the five program elements:

Home Visits

The applicant must identify a model for home visits, and have available a complete description of the model, including the ages of children to be visited, frequency of visits, and the content of the visits. The model chosen is culturally sensitive, based on current research about child development and is effective in promoting the goals of Parent Involvement and Education portion of the grant. The proposed home visits include information for parents about child development and appropriate expectations for each stage, encourage positive parenting skills, enhance parent-child interaction, and provide learning opportunities to promote intellectual, physical and social growth. The curriculum model chosen should be consistent with other school improvement efforts in the district/public school academy to increase student achievement. The applicant is not to duplicate services to the population, and must build on existing programs including but not limited to special education, Early On®, Healthy Families, Infant Mental Health Services, 0-3 Secondary Prevention, Even Start, Head Start, Early Head Start, Michigan School Readiness Program, and other services funded through the Children's Trust Fund, Strong Families/Safe Children, and Child Protection Working Together with Community Partners, and other related services available in the community. The primary focus of these funds must remain educational in nature, with the focus on the parent and building on individual family strengths to assure the legislative purpose. Grants may be used to underwrite new services or to expand existing services.

Group Meetings

The district has available a complete description of the group meetings or classes for participating families, including the ages of children in the families to be included, frequency and locations of meetings, group leaders, and the content of the meetings. The plan for group meetings is based on current research about child development and adult learning. The meetings will include information for parents about child development and appropriate expectations for each stage, encourage positive parenting skills, enhance parent-child interaction, and provide learning opportunities to promote intellectual, physical and social growth. The information shared at the group meetings is consistent with preparation needed for the curriculum of the school in the early grades. Meetings also help parents utilize the community resource network, access and understand developmental screening and connect with quality early childhood center-based programs while providing socialization and networking opportunities for families. Group leaders have degrees and experience

in parent education, child development/early childhood education or a related field. Group leaders have opportunities to connect with school personnel and should receive on-going support and supervision. Programs identified should include: play groups or parenting groups offered as parts of programs listed above, parent-tot classes, parent education classes, such as the Building Strong Families, the Early Childhood version of Systematic Training for Effective Parenting (STEP), groups utilizing Steven Bavolek's Parent Nurturing Program, programs offered by the public library, community education, hospitals, public health, Child Abuse and Neglect Council, etc.

Periodic Developmental Screening

The district must detail a plan to provide for periodic developmental screening of children's overall development, including health, hearing and vision. Instruments chosen for developmental screening must meet appropriate psychometric standards for validity, reliability, and cultural fairness. Developmental screening activities should be conducted at times and locations convenient for families. Professionals who are familiar with the family share results of the screenings with families. Recommendations and referrals for services to enhance children's school readiness and prevent the need for special education are included in the screening process.

Community Resource Network

The applicant maintains a description of the community resource network and how it will be accessed by families for referrals to other state, local and private agencies in the community. Multiple strategies to access the resource information are available.

Connections to Quality Preschool Programs

The district/public school academy maintains access to a listing of quality preschool programs within the district boundaries (or within the geographic area of the public school academy), the number of total preschool spaces available, and is involved in community efforts to improve quality for additional programs.

Collaborative Community Effort

The parent involvement and education program is designed with culturally sensitive, community-based services that have been correlated with school success. Contractual relationships with appropriate community partners should be considered when developing the plan for services. Projects must be part of a comprehensive community plan to serve families with children birth to kindergarten entrance. The community plan must take into consideration existing services to the targeted population including but not limited to special education, Early On®, Healthy Families, Infant Mental Health Services, 0-3 Secondary Prevention, Even Start, Head Start, Early Head Start, Michigan School Readiness Program, and other services funded through the Children's Trust Fund, Strong Families/Safe Children, and Child Protection Working Together with Community Partners, and other related services available in the community. The primary focus of these funds must remain educational in nature, with the focus on the parent and building on individual family strengths to assure the legislative purpose. The project must demonstrate an adequate collaboration of local entities involved in providing programs and services for young children and their families. Collaboration with an existing community committee concerned with the development of young children is preferable, such as a work group or subcommittee of the multipurpose collaborative board. Parents of young children must be members of the collaborative committee. The project must seek the review and approval by the local multipurpose collaborative body of the program plan (see below), and maintain evidence of that group's approval.

Plan for Administration

The district/public school academy must have developed a complete description of the provision of the five program elements and a comprehensive plan to administer the program. This plan must be maintained in the fiscal agent or district/public school academy administrative files.